



Maharani Lakshmi Ammanni College for Women Autonomous

Affiliated to Bengaluru City University
Re-accredited by NAAC with "A" grade, Recognised by UGC
under Section 2(f) and 12(b) of the UGC Act 1956
Conferred the Status of 'College with Potential for Excellence' by UGC

BEST PRACTICE
HOLISTIC EDUCATION TOWARDS WOMEN
EMPOWERMENT

ATTESTED

Sheelika A
Principal

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Science Post, Bangalore - 560 012.

TITLE

HOLISTIC EDUCATION TOWARDS WOMEN EMPOWERMENT

OBJECTIVES:

1. To build resilience and self-reliance
2. To develop critical and analytical thinking
3. To nurture values of inclusivity and responsiveness
4. To cultivate skills for self-expression
5. To promote qualities for ethical decision making

This practice is centered around holistic development of the learners' personality by creating an ecosystem for enhancement of the physical, intellectual, emotional, social and spiritual quotients. The activities outlined under this practice are intended to enhance the overall well-being of women students. This will enable their adaptability in a dynamic external environment for healthy balance in their personal and professional domains.

THE CONTEXT

The student community at mLAC belong to a socio-economic background that provides limited scope for empowerment of women. The vision of the college, **to empower Women through Education for Character Formation**, is aimed at empowering women students to survive and thrive in the present turbulent VUCA world with confidence and strength. Focus on academic learning alone will thwart multi-dimensional growth that is required to empower the women students. It is in this context, that the need for holistic education was felt and steps were initiated in the year 2010 which gained momentum in 2016 with the college being awarded autonomous status.

Activities organized by Women Development Centre, Entrepreneurship Development Cell, Communicative English Lab, Industry integrated programs and the Placement Cell are components of holistic education. Sports, community service, counselling, NCC and NSS also ensure overall personality development of the women learners.

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THE PRACTICE

The following table illustrates the components of holistic education provided, approximate number of beneficiaries and the expected outcomes.

Sl.No.	Nature of activity	Approx. no. of beneficiaries per year	Expected Outcome
1	Students' association election using EVM	1500 students	Awareness of <ul style="list-style-type: none">• democratic process• duties and responsibilities of office bearers• civic responsibilities
2	Students' association activities	1500 students	Developing skills <ul style="list-style-type: none">• Communication• Collaboration• Decision making• Critical and analytical thinking• Crisis management• Negotiation• Inter-personal
3	WDC activities	1000 students	Awareness and sensitization on <ul style="list-style-type: none">• Women's rights• Self-defense• Self-reliance• Health & Wellness• Mental health issues Development of <ul style="list-style-type: none">• Managerial skills• Interpersonal skills• Team skills
4	Entrepreneurship Development Cell activities	100 students	Awareness of <ul style="list-style-type: none">• Schemes for and institutions that support women entrepreneurs• Skills required for starting business Development of <ul style="list-style-type: none">• Entrepreneurial skills• Skills for Product ideation and design• Managerial skills

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			<ul style="list-style-type: none"> • Marketing skills • Presentation skills • Accounting skills
5	Pre-placement training	700 students	<ul style="list-style-type: none"> • Development of skills for • Aptitude test • Group discussion • Presentation • Interview Prepares for <ul style="list-style-type: none"> • Making career choices • Entry into corporate world
6	Communicative English	100 students	Ability for <ul style="list-style-type: none"> • Spoken English • Written English Builds <ul style="list-style-type: none"> • Self confidence • Self-esteem
7	Basic computer skills	100 students	Enhances capabilities for <ul style="list-style-type: none"> • Use of technology • Lifelong learning • Self-directed learning • Career growth Builds <ul style="list-style-type: none"> • Self-confidence • Self-reliance • Resilience
8	Add-on & Industry integrated courses	900 students	Bridges the gap between <ul style="list-style-type: none"> • Academic learning & Industry requirement • Conceptual knowledge and practical application Equips learners with <ul style="list-style-type: none"> • Career oriented skills • Wide spectrum of knowledge and skills • Holistic learning
9	Internships and industrial visits	900 students	Enables <ul style="list-style-type: none"> • Experiential learning • Professional grooming • In-depth knowledge • Placement

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			<ul style="list-style-type: none"> • Preparedness for professional roles
10	Star program for science students	900 students	Nurtures <ul style="list-style-type: none"> • Scientific temper • Research oriented learning • Experiential learning • Critical thinking skills • Analytical skills
11	Outreach activities	800 students	Develops <ul style="list-style-type: none"> • Greater awareness towards societal issues • Sensitivity towards societal needs • Responsible citizenship • A sense of purpose for themselves and commitment to the cause
12	Sports	60 students	Nurtures <ul style="list-style-type: none"> • Physical strength and endurance • Qualities of sportsmanship • Collaborative skills and team spirit • Self-discipline and patriotism
13	NCC	104 Cadets	Nurtures <ul style="list-style-type: none"> • Spirit of patriotism and selflessness • Concern for fellow-beings • Discipline and a secular outlook • Responsible citizenship • Holistic development
14	Counselling	30 students	Promotes <ul style="list-style-type: none"> • A sense of well-being • Emotional balance • Sensitivity to oneself and towards others • Greater resilience and adaptability

It may be relevant to note that the activities mentioned above are offered to all the students of the college. Students make a choice of the activities they wish to participate in, based on their interest and aptitude. Pre-placement training is one activity, which is offered to all students who register for campus placements.

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EVIDENCE OF SUCCESS

A survey conducted to assess the extent of outcome attainment for each of the components of holistic education at mLAC

Sl. No.	Nature of activity	Rating for Outcome attainment Scale 1 to 5	Quotient developed
1	Students' Association election using EVM	3.97	Social, Emotional and Intellectual
2	Students' association activities		
3	WDC activities	4.23	Emotional / Social / Spiritual
4	Entrepreneurship Development Cell activities	4.12	Intellectual & Social
5	Pre-placement training	4.06	Intellectual/Social/Emotional
6	Communicative English	4.05	Intellectual / Social
7	Basic computer skills for all students	4.18	Intellectual
8	Add-on courses & Industry integrated courses	3.79	Intellectual
9	Internships and industrial visits	3.09	Intellectual / Social
10	Star program for science students	4.13	Intellectual
11	Outreach activities	4.21	Social / Emotional / Spiritual
12	Sports	4.73	Physical / Emotional
13	NCC	4.42	Physical /Social /Emotional/ Spiritual
14	Counselling	4.07	Emotional / Spiritual

Analysis of data collected from the students to assess the success of the best practice 'Holistic education towards women empowerment', indicates that the expected outcomes for each of the components have been attained to a large extent (4.05 on a scale of 1 to 5).

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Problems encountered:

- Availability of limited infrastructure to carry out varied activities towards holistic education, the college being situated in the heart of Bangalore city
- Switching from offline mode to online mode in the last 2 years due to the pandemic.
- Issues related to finding common time and space for students across streams to be a part of the various activities

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Resources required:

- Physical resources in the form of classrooms, laboratories, Computers, library, auditorium / seminar hall, playground, space for indoor activity
- Human resources with varied knowledge and skills to initiate and implement activities
- Financial resources to conduct the activities.

RELEVANCE OF THIS PRACTICE TO OTHER INSTITUTIONS

In the words of Rabindranath Tagore, “the highest education is that which does not merely give us information but makes our life in harmony with all existence”. Therefore, holistic education is that which caters to the multi-dimensional requirements of a learner and ensures harmony of the individual self with the environment.

Holistic education at mLAC with its multi-dimensional approach is aimed at drawing out the best in the learner by striking a fine balance of the physical, intellectual, emotional, social and spiritual quotients. Feedback from students indicates that they experience a positive change in the form of higher self-confidence, self-esteem, self-reliance, resilience and patriotism. Students also report a significant positive impact in their ability to think critically, analyze logically, make rational decisions, and communicate coherently. Hence this practice is worthy of emulations

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BEST PRACTICE
VALUE EDUCATION TOWARDS
SUSTAINABLE HUMAN DEVELOPMENT

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TITLE OF THE PRACTICE

VALUE EDUCATION TOWARDS SUSTAINABLE HUMAN DEVELOPMENT

OBJECTIVES

- To enable each learner, discover her unique potential, become aware of the great spiritual and cultural traditions of the nation in the global context.
- To focus on human development by revealing to learners the spiritual aspect to human life.

Intended Outcomes:

- Inspire learners to develop the physical, intellectual, emotional, social and spiritual quotients
- Facilitate sustainable human development

Underlying principles:

Education at mLAC is deemed to be complete only when it is aligned with the vision, “Empowering women through education for Character formation”. Therefore, value education has been an integral part of all education.

THE CONTEXT

The institution focuses upon holistic development of learners in keeping with the motto, Sheelam Paramabhushanam and the vision, ‘To empower women through education for character formation’. The institution has partnered with DISHA, a non-governmental organization promoting value initiatives among youth, for providing value education to undergraduate students since 2005. The theme of the program is ‘Know yourself, Know your country, Know your culture’.

The term SHD refers to development that promotes the integral human development (IHD) of people today without compromising the IHD of people tomorrow. Emphasis is on the integration of the physical, psychological and spiritual needs of people. IHD entails holistic development of each human being, not in isolation, but in solidarity with others to foster justice, peace and encapsulates all dimensions of human well-being. The factors promoting SHD include Building Resilience (BR), Enhancing Adaptability (EA) and Reducing Vulnerability (RV).

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THE PRACTICE:

A variety of pedagogical techniques that promote participatory learning are adopted. Emphasis is laid upon open and free communication, problem solving, creativity and critical reflection of the learners' own perspectives. Quiz, audio-visual sessions, group counselling, team building games, yoga and community volunteering are some of the pedagogies adopted for enabling a dynamic learning experience. The physical, intellectual, emotional, social and spiritual domains of learners' personality are addressed.

Following are the components of the practice and their uniqueness in the context of Indian higher education.

1. Yoga / Team games

- Context: To bridge the gap created by the unidimensional focus of the existing academic structure by providing insight into the relevance of physical fitness and mental health for overall personality development of learners.
- Uniqueness: Focuses on wellness and well-being through experiential learning by
 - ✓ highlighting the importance of physical fitness and mental discipline for building intellectual competencies,
 - ✓ engaging learners in activities that makes them realize the value of collaborative work and team synergy,

2. Group counselling:

- Context: To facilitate learners to deal with personal issues that impact them on a day-to-day basis and also cope with academic pressures in a highly competitive environment
- Uniqueness: Harnesses the power of the collective for
 - ✓ enabling learners find solutions to the varied problems in life
 - ✓ facilitating learners to identify opportunities for self-development and healthy inter-personal interactions.

3. Namaste India Quiz:

- Context: To instill pride in the rich culture and heritage of the motherland for developing greater self-worth among learners.
- Uniqueness: Provokes learners to take responsibility for
 - ✓ the self as an important contributor to the society

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- ✓ promoting the rich culture and heritage of the nation
- ✓ their own actions in preserving the Indian culture and heritage

4. Audio-visual session

- Context: To sensitize learners through audio-visual clippings for becoming catalyst of social change
- Uniqueness: Inspires learners to
 - ✓ engage in ethical decision making
 - ✓ make a positive difference to society

5. Community volunteering:

- Context: To provide a platform for learners to engage in the local community for developing qualities of tolerance and adaptability
- Uniqueness: Provides learners opportunities for
 - ✓ experiential learning
 - ✓ healthy interaction with a diverse group of people

6. Take home message:

- Context: To provide exposure for learners to enrich themselves through interactions with achievers in different fields.
- Uniqueness: Provides learners with values that
 - ✓ lays the foundation to manage oneself
 - ✓ serves as a means to shape their future

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EVIDENCE OF SUCCESS:

The results of the survey to assess the outcome of value education workshop presented below indicates high attainment of values leading to SHD

Values	Rating (Scale 1 – 5)	Quotient	Components of SHD
Positive view of oneself	4.43	Emotional	BR
Self-discipline	4.48	Emotional / Spiritual	BR
Confidence in one's strength and abilities	4.4	Emotional / Spiritual	BR
Manage emotions	4.29	Social / Emotional / Spiritual	BR
Solve problems of life	4.32	Emotional / Spiritual	BR
Physical fitness	4.18	Physical	BR
Communicate effectively	4.24	Intellectual / Social	BR
Team spirit	4.32	Emotional / Social	RV
Work for larger goals along with personal goals	4.4	Intellectual / Spiritual	RV
Make realistic plans	4.29	Intellectual	RV
Attitude to help	4.3	Social / Spiritual	RV
Ability to analyze	4.36	Intellectual	RV
Work towards nation building	4.35	Social / Spiritual	RV
Accept change	4.38	Emotional / Social	RV
Respect others' views	4.5	Social / Spiritual	EA
Empathy for differently abled	4.39	Emotional / Social / Spiritual	EA
Knowledge of nation's contributions	4.39	Intellectual / Spiritual	EA
Respect for different cultures	4.54	Emotional / Social / Spiritual	EA

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Concern for environmental issues	4.48	Spiritual	EA
Eagerness to contribute to society	4.39	Emotional / Social / Spiritual	EA
Sensitivity towards international peace and harmony	4.36	Emotional / Social / Spiritual	EA

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Problems encountered:

- Availability of limited infrastructure to carry out activities in the workshop mode.
- Lack of personal connect in online transaction of modules during the last 2 years on account of the pandemic.

Resources required:

- Physical resources in the form of auditorium and open space
- Financial resources to conduct the activities.

RELEVANCE OF THIS PRACTICE TO OTHER INSTITUTIONS

Value education and learning lie at the heart of approaches to sustainable development to realise the vision of education that seeks to empower people to assume responsibility for creating a sustainable future (UNESCO 2005a, b). The place of sustainability in the curriculum of higher education is not one of integration, but rather one of innovation and systemic change that will allow for more transformative learning emphasizing learning for being, knowing and doing (Wals and Corcoran 2006). Therefore, value education towards SHD which builds resilience, enhances adaptability and reduces vulnerability assumes greater importance for the youth of today in order to survive and thrive in the VUCA world.

Value education workshops initiated in 2005 have become a vital component of the education at mLAC. The success of the workshops is evident in the feedback from students who have had a positive transformative experience. Hence this practice is worthy of emulation.

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